DOCUMENT RESUME

ED 291 717 SP 029 956

AUTHOR	Klug, Beverly J.
TITLE	Teacher Induction in Southeastern Idaho: Preliminary Report.
PUB DATE	13 Feb 88
NOTE	26p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
PUB TYPE	Speeches/Conference Papers (150) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Beginning Teachers; Elementary Education; Elementary School Teachers; Helping Relationship; Inservice Education; *Mentors; Peer Relationship; *Program Attitudes; *Program Effectiveness; *Teacher Orientation
IDENTIFIERS	*Beginning Teacher Induction; Idaho

ABSTRACT

The research investigation reported in this document concerns a study of induction for beginning years teachers that involved an examination of the effectiveness of two models employed: one a loosely structured Buddy System (mentor plus beginning teacher) and one a highly structured Induction Team approach (mentor, administrator, and representative of higher education working with beginning teacher). Beginning teachers (first or second year in elementary settings) were randomly chosen and assigned to one of the two models. Methods used for the study included both qualitative and quatitative means. The researcher acted as a participant observer during the length of the study. Results indicated that there are important elements that must be considered in order for an induction program to be effective and that such a program should be initiated during the first year of teaching in order to be most beneficial for beginning teachers. Participants stated a preference for the highly structured Induction Team approach rather than the loosely conceived Buddy System approach. (Author/JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED291717

Teacher Induction in Southeastern Idaho:

Preliminary Report

Beverly J. Klug

Idaho State University

College of Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B. J. Klug

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Paper presented at the 68th Annual Meeting of the
Association of Teacher Educators
San Diego, California
February 13, 1988

This research was partially supported by a grant awarded to the State Department of Education, Boise, Idaho by the Andrew W. Mellon Foundation.

SP 029 956

Author Notes

Beverly J. Klug is currently an Assistant Professor of Education at Idaho State University in Pocatello, Idaho in the Department of Education. She teaches graduate and undergraduate courses in reading and language arts, as well as supervising preservice teachers and working with induction for beginning teachers. A graduate of the University of Cincinnati receiving her doctoral degree in Curriculum and Instruction with emphases in reading and teacher education, her continuing research interests are in the areas of reading and language arts and the processes involved in the supervision of both preservice and inservice teachers.

Abstract

The research investigation reported concerns a study of induction for beginning years teachers which involved an examination of the effectiveness of two models employed: one a loosely structured Buddy System (mentor plus beginning teacher) and one a highly structured Induction Team approach (mentor, administrator, and representative of higher education working with beginning teacher). Beginning years teachers (first or second year in elementary settings) were randomly chosen and assigned to one of the two models. Methods used for the study included both qualitative and quantitative means. The researcher acted as a participant observer during the length of the study.

The results reported here are preliminary findings focusing on the information gained from an examination of data culled from interviews conducted at the end of the first year of study with participants. In addition, the field notes made by the researcher were examined as part of the data base.

Results indicated that there are important elements which must be considered in order for an induction program to be effective and that such a program should be initiated during the first year of teaching in order to be most beneficial for beginning teachers. Participants stated a preference for the highly structured Induction Team approach rather than the loosely conceived Buddy System approach.

Teacher Induction in Southeastern Idaho: Preliminary Report

Introduction

During the last decade there has been an increase in the number of states and individual school districts within states that have been interested in exploring the idea of providing formalized programs of assistance, sometimes in combination with evaluation, to beginning teachers in the field. As of 1986, there were approximately 17 states that had already adopted or were piloting formal induction programs for beginning teachers with many more states indicating that they were in the process of investigating the feasibility of developing and implementing such programs (Hawk and Robards, 1987).

The present study represents one such investigation which conceived on the local level as a pilot study for an induction program which would utilize university resources. The study was undertaken as a two-year longitudinal investigation which incorporated both qualitative and quantitative data collection methods. Qualitative methods included an analysis of end of year interviews of participants as well as field notes compiled by the researcher who took the role of the Representative of Higher Education serving on Induction teams. Quantitative methods were comprised of ratings made of videotapes of the participants as they were teaching and an examination of their attitudes toward teaching as measured by the Purdue Teacher Opinionnaire (Bentley and Rempel, 1980).

The results reported here are the initial results gathered from the qualitative data of one portion of the study, the first year. The researcher is currently in the process of completing the second year of the study. The

program is one of a few pilot programs for induction of new teachers that exists in the State of Idaho at the present time. Support for the program has come from two sources, Mellon Grant Foundation funds which were awarded to the State of Idaho for the investigation of ways to increase teacher excellence, and funding from the College of Education at Idaho State University.

Types of Induction Programs

There are basically three different models of induction programs for beginning teachers which are currently being utilized in order to provide assistance to new teachers in different regions of the country. One type of model calls for a loose structure which matches beginning teachers with more experienced teachers who will act as mentors (sometimes referred to as "buddy teachers") for them during their first year of teaching (Gray and Gray, 1985). Another type of model incorporates more structured approaches to mentoring beginning teachers with provisions for a few identified outstanding teachers to receive training within a school district to work with one or more novices such as in the California model (Wagner, 1985). A mentoring program similar to the California model has been recently (1987) adopted in the state of Washington.

A third model for induction of new teachers calls for a team approach to induction. Programs incorporating this model may utilize the services of an experienced teacher who acts in the role of a teacher consultant (sometimes referred to as a "master" teacher), an administrator from the teacher's school district, and in some states, a representative of higher education, all of whom work with the beginning teacher in order to provide resources and insights to the individual concerning teaching performance in the classroom and the novice teacher's development of skills deemed necessary to be

effective. Such is the case with the Georgia model, the Oklahoma Entry Year Assistance Program, and the Florida model among others (Hawk and Robards, 1987). In addition, legislators have tied teacher certification requirements to the successful completion of induction programs in several states, as in Oklahoma (King, 1984).

Despite the model used, the value of induction programs is contained in the provision of assistance with a variety of concerns to the neophyte in a manner that is as non-threatening to the new teacher as possible. For instance the socialization of the individual into the workplace is a very important step in the professional development of the teacher (Lortie, 1975). Learning about the unique cultural milieu that surrounds the operation of schools is essential as is learning how to cope with problems that arise in the academic setting. This requires an openness on the part of the new teacher to be willing to listen to and seek guidance from the individual(s) who have been assigned to work with him/her (Godley, Klug, and Wilson, 1986). The implication in turn them is that the individuals who are involved with providing assistance must have the necessary skills to work with the beginning teachers in a manner that is not only supportive and caring but provides objective insights into the teaching behaviors exhibited as well as the student behaviors encountered (Godley, Wilson, and Klug, 1987).

Areas that have been identified above as presenting potential problems for beginning teachers can be classified in terms of the broad categories of "translating knowledge into practice," "personal characteristics," and "work socialization" (Godley, Klug, and Wilson, 1986). (See Appendix A for a complete descroption of these categories.) A recent study of the possible causes of teacher failure in Idaho (Lerch, 1987) revealed that, from the

viewpoint of administrators, teachers who experience failure do so primarily because of lack of human relations skills including the abilities to work effectively with a variety of students, parents, or colleagues; failure is not as often identified as a lack of subject matter knowledge. Teachers with poor human relations skills also seem to experience more difficulties with discipline/classroom management.

Elias, Fisher, and Simon (1980) hypothesize that teachers who are not helped to find alternate strategies for dealing with problems may rely only on those strategies that were useful during their first days of teaching. Therefore their growth as professionals who possess a repertoire of behaviors for problem solving may become inhibited. In light of this need to develop a variety of strategies, induction programs with an emphasis on assistance would seem to offer viable alternatives to the learning by trial and error approach that is experienced by most beginning teachers.

The Research Problems, Methods and Procedures

The data derived for this portion of the study (the first year) is qualitative in nature and consists of the examination of responses of participants to interview questions and of field notes made by the researcher during the period this portion of the study was undertaken. The research questions used to guide the study were the following:

1. Is a program for the induction of new teachers desired and feasible in Southeastern Idaho?
2. What is the crucial time period for the involvement of new teachers in such a program?
3. Are the benefits between participation in a loosely conceived Buddy-System model and a tightly conceived Induction Team

approach model substantial enough to warrant the recommendation of one approach over another?

The data were analyzed according to methods recommended by Bogdon and Taylor (1975) and Pelto and Pelto (1978) for qualitative research studies. Questions were generated to analyze the data rather than hypotheses. The data was coded and classified according to themes which emerged during examination of the data.

Participants in the study represented three school districts, two small rural districts (Combined Number of Students = 4,130) and one large city district (Number of Students = 13,216). There were nine (9) first-year teachers and nine (9) second-year teachers involved in the study, or a total of eighteen (N = 18) participants. The participants all taught at the elementary school level.

The beginning years teachers participating were female, with the exception of one male (17 female; 1 male). They ranged in age from what would be considered the traditional age to enter the teaching profession to 45 years of age: eight (8) individuals were in the 20-25 year age group with ten (10) individuals above that age (four 26-30 years; three 31-35 years; and three 36 years and above). They taught in buildings with as few as eight (8) teachers and as many as forty (40), with the average number of beginning teachers in buildings of 20 teachers.

Participants were originally selected from a pool of elementary beginning years teachers through the use of a table of random numbers. When an originally selected participant declined the invitation to become involved in the study, the names of additional members of the pool were drawn for consideration. The participants were then randomly assigned to one of two

induction models under investigation: a) a loosely conceived Buddy System approach wherein a more experienced teacher acted as a mentor for a beginning years teacher or b) a tightly controlled Induction Team approach wherein a team consisting of an Administrator, a Teacher Consultant and a Representative of Higher Education was assigned to work with a beginning years teacher. If there were two or more beginning years teachers in a particular building, one would be assigned to one model, the other to the other model and the third to either model. This was done in order to try to eliminate the effects of principal leadership styles on the overall appearances of superiority of one model or another.

There were four (4) first-year teachers and five (5) second-year teachers assigned to the Buddy System model; five (5) first-year teachers and four (4) second-year teachers were assigned to the Induction Team model. The period during which beginning years teachers were assigned to either of these models was one academic year. In both models, teachers were included who were identified as ineffective in their teaching performance and in need of assistance as well as teachers who were considered to possess excellent potential for teaching. The researcher acted as a participant observer during the period of study, and served as the Representative of Higher Education on the induction teams.

Participants in the Buddy System model were told that they needed to meet with each other in order that the experienced member of the dyad could provide assistance to the beginning years teacher by way of suggestions, solutions to problems, etc. There was not a set number of hours that the participants were required to meet, nor were any guidelines given to the experienced teacher concerning the areas where assistance might be provided.

Participants in the Induction Team Approach were required to be observed for a two-hour block of time on a monthly basis during the first semester and semi-monthly basis during the second semester by all their team members who employed a clinical supervision model similar to that recommended by Cogen (1972). They were also required to attend four team meetings (two each semester) during which the program and the results of the observations were discussed and the participants were made aware of their strengths as well as areas of concern. Recommendations were also made to the beginning years teachers at these meetings, which reflected earlier conversations with participants following observations. Teacher Consultants were asked to spend approximately seventy-two (72) hours working with the beginning years teacher throughout the year; these hours included observation periods and team meetings.

Teachers involved in both induction models were interviewed at the end of the academic year by the researcher or a graduate teaching assistant who had been trained as a counselor in interviewing techniques. A standard structured interview schedule constructed according to guidelines provided by Pelto and Pelto (1978) was employed for this purpose (see Appendix B). Field notes compiled by the researcher during the study were also coded and the data obtained integrated into the results of the study.

Results

The results of coding the data into patterns or themes allowed the researcher to generate hypotheses concerning the effectiveness of the induction programs under study and to address the question of when the introduction of such a program would provide optimum assistance to beginning years teachers. The hypotheses and supporting data are explored below.

Necessary Program Elements

From the information gained from an analysis of the data, we can formulate our first hypothesis: induction programs must feature certain elements in order to be most effective. These elements are structure, stress on assistance rather than evaluation of the beginning years teacher, and careful selection of the mentor teacher who will be spending the greatest amount of time with the beginning years teacher.

Participants in both models felt that they had received assistance and overall (95%) would advise other beginning years teachers to participate in such a program if given the opportunity. However, those who participated in the Buddy System felt that because the program lacked structure it was confusing for both the beginning years teachers as well as their Teacher Consultants (mentors). Among their concerns, they felt that there needed to be goals for them to meet that would be mutually established with their Teacher Consultants. They also felt they needed to be observed in order for Teacher Consultants teacher to help them develop better teaching skills. Definite meeting times needed to be established with the Teacher Consultants in order for them to have opportunities to make suggestions and give general support to the beginning years teachers. The suggestion was made by one participant that it would be advantageous to have more than one Teacher Consultant from whom the beginning teacher could receive assistance. The following quote is representative of responses by participants in this model (pseudonyms have been employed to protect participants' confidentiality):

> . . . . I (would like to) set up a definite time that my consulting teacher would come in and observe me . . . . I think twice a month. And set up goals, have her give me suggestions on the way I am teaching a

lesson and see if we can't do something. I need to grow and that's the only way to do it. --Cindy Holloway

Those who were involved in the Induction Team approach felt that all the elements of the program should be retained: formal observations by team members, formal committee meetings, and a commitment of a set minimum number of hours to be spent with the beginning teacher on the part of the Teacher Consultant. Overall, participants felt that the number of formal observation hours could be reduced, citing the burden on the Administrator and Teacher Consultant in fulfilling this obligation. It was felt that assistance to the beginning years teachers should be emphasized. While the administrator was viewed as an important member of the team, many times the teachers were unsure if they were serving in the role of evaluator or helper.

While participants in the Induction Team approach generally felt added stress due to the structure of the program, they felt that benefits outweighed the stress. The following quote represents comments of those participating in this model:

> . . .It is hard to look at yourself when you are the one teaching, to step back and take a look at how you are teaching: just your different methods and what things you can improve on and what things you are doing really well. -- Marcia Simkins

A turning point for all the team participants concerning their commitment to the program as a positive intervention for beginning year teachers came at mid-year and was generally expressed at the third committee meeting which took place in February for some groups and March for others. It was at this time that participants focused on what they considered to be benefits of the program: assistance provided to the beginning years teachers; increased

collegiality on the part of the beginning years teachers and their Teacher Consultants; an increase in the understanding of classroom concerns on the part of the administrators; a better relationship established between administrators and beginning years teachers; and the increased ability to stay in touch with the real world of teaching through greater contact with the public schools on the part of the researcher.

Participants in both groups felt that the Teacher Consultants who were to act as their mentors should be chosen carefully. They felt the Teacher Consultant should be someone who they could trust and with whom they would be able to share their concerns; someone who would be willing to take time to listen and provide support, ideas, and possible solutions to problems; and someone who would have a similar philosophy regarding teaching or who would respect the beginning years teachers' philosophies of teaching. The Teacher Consultants involved in the study either were teaching in the same grade level as their protégés or had had experience in that grade level, and participants felt that this was an important qualification in selecting Teacher Consultants. These opinions were expressed in the following:

> . . . . I think it also depends on the personality of the consulting teacher too. . . . I chose somebody who I respected as far as how the kids reacted to him, and the kind of outcome that he got from them. But his personality doesn't fit mine and so what he suggested didn't work for me. Sometimes I think like an inservice, kind of like a sharing of ideas among teachers, would almost be more helpful than a full year of one teacher helping out one other teacher because if they're not quite in tune with each other or believe the same things I think that causes problems. -- Stacy Tucker

> . . . It can be a very positive thing. I think it depends on how the teacher and the principal and the mentor teacher handle it. And it can, I'm sure, be a very scary thing or even a negative thing if it is not handled right. -- Marcia Simkins

When to Provide Assistance

From an examination of the data, we can formulate our second hypothesis: the ideal time for participation in an induction program is during the first year of one's teaching career. In doing so, teachers will be receiving assistance in the development of their teaching skills when it is most needed. Therefore, some of the frustrations and anxieties experienced by first year teachers can be circumvented.

The individuals who participated in the study expressed their opinions that assistance, regardless of model, should be provided during the first year of teaching. Two individuals (11%) stated that it could be extended for additional time if necessary; one individual (5%) expressed that it would be ideal to have a second year in the program if possible.

While all first and second year teachers regardless of model received support and experienced problems or received suggestions in the areas of teaching skills, curriculum and materials, and/or classroom management, there were important differences between the groups. First year teachers received more assistance in these areas than did second year teachers. Second year teachers (100%) expressed that they wished they had received more assistance during their first year of teaching as they were trying to grapple with all of these areas. Some individuals had pursued assistance on their own during their first year by searching out colleagues while others did not. A quote from one second year teacher expresses the dilemma of the first year teacher:

I had a very, very difficult first year, but I'm real comfortable about asking for help. Probably too much so. It gets you a reputation as being a real Bozo because you ask everybody in the school for help. But I don't care and I'll ask four people for the same help so I can get four different ideas and use the one I want. So my first year I ran around and asked anybody I thought could help me. I went back to the person I student taught with for help. And it is the only way I made it through the year.

This year I just felt so much more confidence that I really didn't need much help. I went to my buddy teacher once in a while when she was the person I needed help from. I went to other teachers if I felt their background would help me more. But I think normally a first-year teacher or any teacher probably isn't that comfortable with asking for help. That's why I think especially new teachers would need more structure so you could kind of force the help on them. Because sometimes they might feel they will look foolish, or they don't want people to know that they need that much help. I don't care about looking foolish and went out for a lot of help. -- Nancy Hartley

In addition, 50% (N=5) of the first year teachers received assistance with the area that concerned the cultural milieu of school. This included paperwork that needed to be completed, schedules that needed to be followed, district and school policies to be learned.

There was a noted difference in the number of hours that Teacher Consultants spent with their proteges. In the Buddy System, an average of 22 hours were spent with first year teachers and an average of 12 hours were spent with second year teachers (low of 2 hours to high of 32 hours). In the

Induction Team approach, Teacher Consultants kept close to the recommended 72 hours for working with first year teachers but averaged only 38 hours for second year teachers (low of 7 hours to high of 72 hours). This was due in part to the fact that second year teachers did not have as many questions/needs/concerns as they did during their first year of teaching when they expressed they needed the most assistance.

In terms of teaching abilities, all of the participants were extended teaching contracts for an additional year by the districts in which they were employed. The second year teachers who had been identified as having serious difficulties in their teaching were determined to be performing at satisfactory levels by the end of their participation in the study.

Model Preferences

At this point in time, the statement cannot be made that one model is absolutely superior to the other in terms of the development of teaching competencies. Quantitative data analysis will address this particular area of study. However, it can be said that there were definite preferences expressed by the participants in the Induction Team approach as well as by members of their teams.

Administrators and Teacher Consultants involved in the Induction Team approach viewed this approach as superior to the Buddy System. In fact, in one situation where a beginning teacher was floundering who had been assigned to the Buddy System model, the administrator began to incorporate aspects of the Induction Team approach (formal observations, conferences with the beginning teacher and the Consulting Teacher) in working with this individual on a regular basis in order to provide more assistance to the individual.

Reasons that were given for viewing the Induction Team approach as superior were: a) the elements built into the model and overall structure of the model; b) the fact that the beginning years teacher had access to three individuals as opposed to one; and c) the increased collegiality of team members and participants.

The close consensus of all three team members regarding the strengths and weaknesses of participants which was evident at committee meetings generated closer working relationships between them and an increase in the confidence of the team members in their own and in their fellow team members' abilities to assist beginning years teachers. This was especially important for Teacher Consultants who had not participated in assisting relationships similar to that encouraged in the induction program.

Administrators (4) who had beginning years teachers participating in both models generally expressed that they felt they knew the beginning years teachers in the Induction Team approach better than their counterparts, and that they had established better working relationships with them. Teacher Consultants in the Team approach expressed that they felt they had been able to provide more quality and quantity assistance to their protégés due to the nature of the program than had their counterparts in the Buddy System.

Two of the eighteen participants (11%), one in each model, expressed concerns about involvement on the part of the university. They felt that induction programs should be conducted strictly within their school district without outside involvement. While this percentage is low, it does reflect an attitude that is held by many teachers that their association with the university should end upon completion of their teaching degrees. Other participants and members of Induction Teams interpreted university

participation as a way that the university was trying to help graduates become successful in their teaching (it should be noted that participants received their degrees from more than one institution). On induction teams, the expertise brought by the university representative was seen as an additional resource, especially if the participant did not feel comfortable in sharing an area of concern with a colleague or administrator. One teacher addressed this aspect in the following way:

> I think I got a lot more assistance from the university supervisor than the other two because the other two were placed in a more uncomfortable position making too many suggestions. So if there were three people totally not involved with you other than for the study, you probably would get even more help from them. -- Linda Carr

From the above, the third hypothesis can be formulated: the Induction Team approach with the inclusion of a Representative of Higher Education was viewed as a superior model for the induction of new teachers by those who had participated in this model as beginning years teachers or committee members.

Conclusions and Implications

From the qualitative results of the study, it is apparent that the participants benefited from the opportunity to become involved in an induction program. The programs were viewed as a step to aid in their development as teachers. A structured type of approach to induction seemed to lead to more benefits for the participants than a model in which the participants were to set their own goals without input from other sources. University involvement in either model was in general viewed as positive on the part of beginning years teachers who were making their transitions from the university to the school setting.

In order to achieve the desired goals of an induction program, i.e. to provide assistance to beginning teachers in order to aid in their development as successful teachers, the teachers interviewed indicated that the ideal time to proffer such assistance would be during the first year of teaching. Overall, second year teachers do not seem to need as much assistance as first year teachers, except in cases where their teaching has been identified as marginal. One must question if assistance had been offered during the first year of their careers if these individuals would have been prevented from developing poor teaching habits and entering into their second year of teaching on a precarious note.

The university acts as the beginning point for the development of one's teaching abilities. Due to the nature of the teaching act and the setting in which it occurs, beginning teachers may not be initially fully capable of handling the various problems which may arise. Consequently, they may become discouraged or disillusioned about their own teaching abilities and their decisions concerning this particular career choice.

The development of a structured induction program which could be offered to beginning teachers to assist them during their initial year of teaching does appear to be a desirous plan to pursue. As such, universities should offer assistance to local school districts to generate programs which will meet the needs of the participants in the most effective way possible for the constituents who are served by the university. In doing so, the elements identified as necessary for successful programming need to be taken into serious consideration by the planners representing the university and local school districts. To reiterate, these elements are: structure, stress on assistance rather than evaluation of beginning years teachers, and careful selection of the mentor teacher.

Appendix A

Problems of Beginning Teachers

	Categories:
WORK SOCIALIZATION	Assumption of the Role of Teacher
	Work Relationships
	Balancing School and Personal Life
PERSONAL CHARACTERISTICS	Self-Concept
	Support
	Personal Concerns
TRANSLATING KNOWLEDGE INTO PRACTICE	Management/Organizational Skills
	Materials
	Discipline
	Presentation of Material
	Need to Re-learn Material

From: Godley, Klug, and Wilson, 1985.

APPENDIX B

Name _____

____ Grade Level Taught
____ School District
____ Number of Teachers in School
____ Number of Years Teaching Experience
____ Age
____ Number of Students in Classroom

Questions for Study

1. Describe the induction model in which you have been involved for this study.

2. At which point in time do you feel beginning teachers would most benefit from this type of assistance? Why do you feel this way?

3. Describe the types of problems with which you received assistance during the past year.

4. Describe the types of suggestions you were given during the past year.

5. How much time did your teacher consultant spend with you during the past year?

6. Was the assistance provided to you during the past year adequate?

7. Did you feel the assistance provided to you was valuable to the development of your teaching competencies?

8. What suggestions, if any, do you have regarding the induction program?

9. What advice would you have for anyone who might be invited to participate in a similar program?

10. Do you have any additional comments you want to make?

Appendix C

Analysis of Qualitative Data

Patterns which emerged from an analysis of the data:

1. Elements needed for program effectiveness
2. Types of problems encountered
3. Types of assistance provided
4. Quality/Quantity of assistance provided first year teachers
5. Quality/Quantity of assistance provided second year teachers
6. Qualifications for Consulting Teachers
7. Need for university involvement
8. Perceived effectiveness of each model by beginning years teachers and other participants
9. Perceived benefits of participation in induction programs for beginning years teachers as well as others
10. At what point should assistance be provided

Initial Hypotheses Conceived

Hypothesis 1: It is essential to offer some type of support to beginning teachers.

The program elements that are required for program effectiveness are the following: a) structure; b) careful selection of individuals who will be working with the beginning teachers; c) stress on assistance, not evaluation; and d) begin the program with the teachers first year of teaching.

Related Patterns: 1; 4; 5; 6; 8; 9; and 10.

Hypothesis 2: Beginning teachers experience needs in the following areas: a) teaching skills; b) curriculum; c) learning about the cultural milieu of the school; and receiving support from peers and administration.

Related Patterns: 2; 4; 5; 9; and 10.

Hypothesis 3: In general, teachers who have received assistance during their initial teaching years feel positive about that assistance and would recommend that it be available for all beginning teachers. Beginning teachers must perceive support on the part of administration and peers for the induction program as well as perceive potential benefits for their professional development

in order to willingly take advantage of this type of assistance.

Related Patterns: 1; 4; 5; 6; 7; 8; 9; and 10.

Revised Hypotheses

Hypothesis 1: Induction programs must feature certain elements in order to be most effective. These elements are structure, stress on assistance rather than evaluation of the beginning years teacher, and careful selection of the mentor teacher who will be spending the greatest amount of time with the beginning years teacher.

Related Patterns: 1, 2, 3, 6, 8, and 9.

Hypothesis 2: The ideal time for participation in an induction program is during the first year of one's teaching career. In doing so, teachers will be receiving assistance in the development of their teaching skills when it is most needed. Therefore, some of the frustrations and anxieties experienced by first year teachers can be circumvented.

Related Patterns: 2, 3, 4, 5, and 10.

Hypothesis 3: The Induction Team approach with the inclusion of a Representative of Higher Education was viewed as a superior model for the induction of new teachers by those who had participated in this model as beginning years teachers or committee members.

Related Patterns: 1, 4, 5, 7, 8, and 9.

References

Bentley, R. R. & Rempel, A. M. (1980). Purdue Teacher Opinionnaire. Layfette, IN: Purdue Research Foundation.

Bogdan, R. & Taylor, S. J. (1975). Introduction to Qualitative Research Methods. New York: John Wiley & Sons.

Cogan, M. L. (1972). Clinical supervision. Boston: Houghton Mifflin.

Elias, P., Fisher, M. L., & Simon, R. (1980). Study of induction programs for beginning teachers, Vols. I & III. Princeton, NJ: Educational Testing Service.

Godley, L. B., Klug, B. J., & Wilson, D. R. (1985). Initial problems of beginning teachers from the perspective of the Higher Education representative. In Martha Combs (Ed.), Proceedings of Oklahoma Education Research Symposium II: Implications for H. B. 1706 (pp 11-18). Oklahoma: Oklahoma State University. (ERIC Document Reproduction Service No. ED 261 976).

Godley, L. B., Wilson, D. R., and Klug, B. J. (1987). The Teacher Consultant Role: Impact on the profession. Action in Teacher Education, 8 (4), 65-74.

Gray, W. A. & Gray, M. M. (1985). Synthesis of research on mentoring beginning teachers. Educational Leadership, 42 (3), 37-43.

Hawk, P. P. & Robards, S. (1987). Statewide teacher induction programs. In Douglas M. Brooks (Ed.), Teacher Induction: A New Beginning (pp 33-44). Reston, VA: Association of Teacher Educators.

King, K. L. (1984). An assessment of Oklahoma's Entry-Year Assistance Program: A report to the Oklahoma Legislature (White Paper No. R-01 for the Oklahoma Commission on Educational Planning an Assessment). Oklahoma City, OK: Quantum Research Group, Inc.

Lerch, R. (1987). Teacher failure: Some potential causes. Part II. Perspectives, 21-26.

Lortie, D. (1975). Schoolteacher. Chicago: University of Chicago Press.

Wagner, L. A. (1985). Ambiguities and possibilities in California's Mentor Teacher Program. Educational Leadership, 43 (3), 23-29.